EDC 667 - Leadership and Educational Technology
Syllabus - Cadre 4 CodeOnBleus

| E-mail | NG | TI | Schedule |

Day: TBD
Time: 7 am and 7 pm (PST)
Newsgroup: news://news.pepperdine.edu/pep.gsep.ed667.codeonbleu

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Course Description
This course focuses on helping students acquire the concepts and skills necessary to step into a leadership role in the integration and application of technology in schooling. Topics include strategic planning, leadership styles, the institutional change process, and policy issues in educational technology. Students create and share a vision of educational technology for their school site, generate an educational technology plan that supports this vision, and write a proposal to seek funding for all or part of the plan.

Objectives

- Clarify personal educational mission and understand your leadership beliefs
- Envision change and build scenarios of technology implementation
- Identify, analyse, and exploit the organizational change process
- Establish the role of professional development in educational technology
- Identify and impact policy issues that promote/ delay the integration of technology
- Use quality characteristics to build technology proposals, grants and plans

Grading
The course consists of reading, projects and online discussion. All projects are designed flexible and to be applied to your practice. Working in groups is encouraged and giving constructive feedback to your peers is expected. In general, you are earnining a passing grade in the class, unless we are talking about improvement.

A1: Personal Educational Mission and Leadership Beliefs 20

A2: Envisioning Change: Creating Future Scenarios   20

A3: Building Technology Grants, Proposals and Plans	20
Participation	40
Total	**100**

Extra Credit:
Policy Issue
Professional Development

Required Reading

Seven Habits, Covey
Art of Possibility, Zander
The Art of the Long View, Schwartz

Optional Reading

Leading with Soul - Deal
Leading from the inside out - Cashman
Rules for revolutionaries - Kawasaki

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A1: Personal Educational Mission & Leadership Beliefs

In this assignment you will clarify your professional mission and your beliefs about leadership through readings, reflection and interaction with cadre mates.

Mission
Leadership begins with the clarity we develop personally within ourselves. Covey helps us through this personal process. Can you see how we are starting on the inside (the private/personal you) and moving to the outside or leader (the public you)?

1. Read The Seven Habits of Highly Effective People, sections 1 and 2

2. Reflect on Habits 1-3.

3. Write a Professional Mission Statement. The following questions may help.

- What is the purpose of education?
- What is my role?
- What specifically am I committed to in education?
- What is the purpose of technology in education?
- How do I hope to affect education in the next 10 years?

4. Post your statement to NGs. Please keep these to less than one page.

5. Respond to the mission statements of others.

6. Revise your own mission statement based on your interaction with others. Being clear on your professional mission will be important for you as a leader. And being able to clearly articulate your mission is compelling and powerful.

Leadership Beliefs
Ultimately leadership is defined by how we interact with others. This is driven by what we believe about ourselves and what we believe about others. Becoming clear on these issues will improve our ability to affect change in the organizations we serve.

1. Read the rest of Seven Habits and The Art of Possibility.

2. Examine your own beliefs about leadership

- What makes a person a good leaders?
- What aren't all people leaders?
- Should everyone assume leadership?
- Do you believe in win-win intereactions?
- Is synergy and understanding others important?
- Can you lead from every chair?
- Can I motivate others? How?

3. Formulate (make tacit knowledge explicit) several (3-5)
beliefs and post them to the NGs... "What I believe about Leadership"

4. Respond to the postings of your cadre mates. Participate in our TI discussions.

5. Reflect and wrap up this assignment by posting any change of heart, ah ha
or revelation that may have occurred during this assignment.

Check NGs or schedule for due date.

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Assignment #2 - Envisioning Change: Creating Future Scenarios

What will education/training look like in the year 2011 given the impact of emerging new communication technologies?

Align with a group that is interested in a specific technology. Share information regarding the technology and brainstorm various scenarios based on you own hopeful view of the future or perhaps take a "devil's advocate" approach and look at negative impacts. Groups of 3-5 people would be ideal. If you have worked together with the same people recently, choose a new set for this assignment. Allow time to create. Brainstorm in a nonjudgmental forum.

Scenarios are generated to help us prepare for the future and make key decisions now. Consider the decision being considered in your practice. Examples; Should all schools be hooked to the Internet? Should computers be implemented in K-3 education? Should collaborative technologies be implemented in the workplace?

Gather information. (Browse) Look everywhere. Especially outside of education. Share information. Act as a filter (Schwartz, p. 81) for your scenario. Review Sci Fi for good ideas. (Lawnmower Man, Forbidden Planet etc.) Reflect on the trends and forces that might inform your scenario. Research key driving forces in your practice. Be sure to read Schwartz's **The Art of the Long View.**

Use this information to paint a scenario ten years into the future. Make whatever assumptions you wish, but be very specific about how the technology affects your practice.

Build a website to communicate the related future scenarios of your group.

- Coordinate with others in the group
- Tell a compelling story... Use story power (Schwartz, p. 37)
- Include your assumptions, reference your sources
- Feel free to use illustrations/ videos.
- Get your scenario communicated!

Be prepared to discuss in class the implications of your scenario. See Scedule of NGs for due date.

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Final Schedule (05/08/02)

Date	Topics & Interactions	Readings & Assignments
Session 1 May 8	**TI - Leadership Paradigms & Principles** Overview/Housekeeping Paradigm Shifts in Education P/PC ratio	Read **7 Habits** Part One
Session 2 May 15	**TI - Mission Statements and Roles** Private Victories Habit 1: Be proactive Habit 2: Begin with the end in mind Habit 3: Put first things First	Read **7 Habits** Part Two
Session 3 May 22	**TI - Paradigms of Interdependence** Public Victories Relationship Bank Accounts Habit 4: Think Win Win Habit 5: Seek first to understand Habit 6: Synergize	Read **7 Habits** Part Three
Session 4 May 29	**TI - Art of Possibility** Give yourself an A Leading from any Chair Rule 6	Read Zander 1-6 **A1** Due
Session 5 June 5	**TI - Imagining Scenarios** Multiple scenarios Collaboration	Read **Long View** 1st half before TI
Session 6 June 12	**TI - Communicating Scenarios** Marketing Audience	Read **Long View** 2nd half before TI
Session 7 June 19	**NGs** Review and comment on scenarios from other groups	**A2** Due - Scenarios
Session 8 June 26	**TI - Passion and Voice**	Read Zander 7-12
Session 9 July 3	**TI - Renewal** Habit 7: Sharpen the Saw	Read **7 Habits** Habit 7
Session 10 July 10	**F2F - Closing Circle** Please note: This is our exhibitions week and class time is not yet set. We will get an hour or two F2F for our closing circle.	**A3** Due - Tech Proposal